DOCUMENT RESUME

ED 274 901 CG 019 405

AUTHOR Bloland, Paul A.; Edwards, Patsy B.
TITLE Integrating Leisure Planning into Career Counseling Practice.
PUB DATE 21 Apr 86
NOTE 23p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Counseling; *Career Guidance; *Counseling Services; Goal Orientation; Individual Needs; Interests; *Leisure Education; Placement

ABSTRACT

This paper was written for career guidance counselors and practitioners who work in the field of career planning and placement. It presents a method to help career guidance practitioners assess counselee leisure interests, attitudes, needs, and skills, and to integrate that information into their guidance, thereby improving, broadening, and modernizing their service. A brief explanation of terms is provided, and the rationale for the paper is explained. Preliminary preparation for a career guidance and placement center with a leisure component as part of its program is discussed. A general three-step career/leisure counseling process, adaptable to both individuals and groups, is presented. In preparation for this process, suggestions are given for the building of a leisure activity information file, for finding information on community leisure activities, and for starting a publicity campaign. The three steps discussed include: (1) combined leisure and career information gathering through the use of interviews, questionnaires, and/or tests; (2) assessment in which counselees assess whether their interests and needs are being met; and (3) referral, which gives counselees specific advice to help them reach their career and leisure goals. The appendices list leisure awareness programs on U.S. campuses and existing instruments for leisure counseling. Eighteen references are included. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED274901

INTEGRATING LEISURE PLANNING INTO CAREER COUNSELING PRACTICE

By Paul A. Bloland and Patsy B. Edwards

The written form of an oral presentation made April 21, 1986 at the annual convention of the American Association for Counseling and Development, Los Angeles, California.

The authors advocate the incorporation of a leisure component into career development programs in education, industry, service organizations, and private practice.

Paul A. Bloland, PhD
Dept. of Counseling and Special Education
School of Education, 500 WPH - Counseling
University of Southern California
Los Angeles, CA 90089-0031

Patsy B. Edwards, MSEd
Constructive Leisure
511 No. La Cienega Blvd.
Los Angeles, CA 90048

CG 019405

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Patsy B. Edwards
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTEGRATING LEISURE PLANNING INTO CAREER COUNSELING PRACTISE

In the last quarter of the twentieth century, our expected life span has increased to 70 years. It is estimated that during those 70 years average people will spend 11 cumulative years at work and 24 years, one-third of their lives, at leisure (National Issues, 1986). Therefore, counselors who help plan satisfying life activities for others should give careful attention to their counselees' leisure time.

This article is addressed to one type of counselor, career guidance practitioners who work in career planning and placement offices in higher education, in high schools, in human resource development programs for business and industry, in service organizations, and in private practise. The article's purpose is to present a method for career guidance practitioners to assess counselee leisure interests, attitudes, needs, and skills and to integrate that information into their guidance, with the object of improving, broadening, and modernizing their service. We will start with a brief explanation of terms and our rationale for this presentation.

Explanation of Terms

Leisure has traditionally been viewed in one of three ways: 1) as an allocation of time with leisure being time not spent in working; 2) as a listing of activities that are commonly regarded as leisure activities; and 3) as a state of mind, i.e., leisure is not something left over from work or something you do but is, rather, something you experience, something you feel at any time. An additional concept has been appearing lately in recreation and counseling literature - leisure (recreation) activities improve human competencies. The

American Association of Leisure and Recreation lists four of these competencies: bodily mobility, manual proficiency, language/communication skills, and social interaction (National Issues, 1986). We and others have embraced a similar concept, pointing out that such competencies lead to both work and leisure skills (Bloland, 1984; Super 1984). Super, in fact, calls leisure a preparation for work.

We see three further facets of leisure. True leisure exists when all of the following elements are present: unobligated time, freedom of choice, personal enjoyment, and no remuneration. Bad leisure may fulfill all these requirements and yet be harmful to the participant or to others (misuse of alcohol, drugs, food, gambling, sex; vandalism; violence. Good leisure, the ideal, is therefore the use of unobligated time for freely chosen personal enjoyment without remuneration that harms no one. Counselors, of course, wish to promote good leisure to prevent, or act as an alternate to, bad.

Work also has had a number of definitions. The more narrow sees work as what a person does to earn a living. The wider view says that as long as a person defines certain activities as related to survival, that person is working at them. The senior author defines work as the activities a person follows to maintain oneself and dependent others.

The word "career" is slowly encompassing a larger meaning. While the general public still considers career to be how one earns money, many leisure/work theorists consider career to be the totality of work and leisure activities in which one engages over an entire lifetime. McDaniels (1965) posited his formula "Vocation equals work plus leisure" (V = W + L) over two decades ago, then soon revised it to "Career equals work plus leisure (C = W +

L)." Super (1984) conceives of career as the sequence and combination of paid and unpaid roles one occupies during one's life, and Gysbers (1984) uses the term "life career development."

However, most of us are still imprisoned in the concept of career as a sequence of paid jobs engaged in by professional level people. As a consequence, most of what is called career planning or development relates to acquiring paid occupational roles, and many people engaged in education - undergraduates, graduates, alumni, and college employees - look to schools and colleges for assistance. College career planning and placement centers offer this help, while in secondary schools the career development function is most often assigned to school counselors. Faculty in specific majors also provide useful advisement. Increasingly, the human resource development departments of business/ industry and other organizations are offering help in career development (Beeler, 1986). At present, this help is taking the form mainly of adult education programs (Moser, 1986; Papalia, Dai, & Devine, 1986).

Existing educational programs usually consist of 1) courses, workshops, and seminars that offer very structured approaches to career planning; 2) group counseling sessions that are less structured and more likely to focus on broader and more affective and psychologically oriented aspects of career planning; 3) individual counseling ranging from "test 'em and tell 'em" to a wider consideration of values, decision-making skills, life goals, and specific job placement activities.

Authors' Rationale

The heart of our belief is that counselees must be helped to think of

career fulfillment as stemming from meeting their needs and achieving their goals through a combination of occupational and leisure activities. This perspective, in addition to broadening the common concept of career, is consistent with and supplements the student development goals of the universities.

Student leisure development has not been as well explored and categorized as student career development, but leisure development has been taking place throughout everyone's life. The family or growing-up environment is the first source of leisure education and training. The influence of childhood leisure is perhaps the primary source of leisure choice throughout life. Early play in one's home, neighborhood, school, church, and recreation area all influence leisure development. However, our interest changes as we go through life. Activities we find most rewarding seem to change over our life span and are influenced by our age, sex, education, personality, and socio-economic level (Perlmutter & Hall, 1985). We would add other influences - environment, for one. Leisure activities are often influenced by whether a person lives in a beach or a ski area, for instance, or whether the people with whom one lives support or discourage participation in a certain activity. One's moods of the moment also influence which activity or phase of an activity one chooses to follow. We think each of us should be able to choose the amount of complexity (or simplicity) in our leisure involvement as suits our present need of the moment.

By "needs" we mean conditions or activities that are fundamentally important to a feeling of well-being. Frequent change may be important to some people, while others prefer stability. Being cared for is a preferred condition for some; care-giving is more natural for others. To achieve recognition and

leadership in a group is a definite need for one type of person, while being a member of a group is the preference of another type. Such preferences indicate what one needs to feel good. These needs may or may not be fulfilled during a work situation (we consider homemaking and study as work), but, as we have indicated before, if one cannot fill a need at work, one can fill it at leisure once the need is recognized.

So many authorities on human behavior say that the desire to play is inherent in humans (Halberg, 1986; Roselle, 1986) that we are inclined to believe that the objective of leisure is to do whatever comes naturally at a moment when we do not feel obligated to do something else. Wayne Dyer, therapist and bestselling author, said at the 1986 conference of the American Association of Counseling and Development that a counselor's purpose in life is to enjoy life and help others to do so.

The Educational Testing Service announced in October 1985 that they had identified new measures of high school performance that could predict which students are most likely to achieve overall postsecondary success (Harold, 1985). The strongest predictor was the amount of a student's "persistent and successful extracurricular accomplishment." In other words, continuing and successful leisure activities in high school seem to predict general success in college. That leads us to suggest that a good leisure program in college might point toward "career" (work and leisure) success after college.

We have been in communication with college career and placement centers to get their thoughts about our premise. The ones we contacted agree with our idea that leisure assessment has a place in career guidance and say they do ask students questions about hobbies and interests, but they make no attempt to help

students select extracurricular activities that would be a good preparation for life. These centers don't analyze leisure skills to see how they could develop into work skills, although the staffs agree that it is a valid, helpful idea. Some centers are open to suggestions on how leisure might be introduced, if the process takes little time and money. Others claim to be so understaffed and underbudgeted that they can't (won't) even think about changing. They suggest that leisure assessment and counseling be done by some other service or department in their college but propose no arrangements for exchanging the information. They say indirectly, "You've got a good idea there that would make us more valuable, but don't rock our boat."

Three articles give numerical support to our "don't rock our boat" research and a motivation for this attitude to change. Weiner, Payne and Remer (1980) examined college catalogs to see how many collegiate institutions were emphasizing life/work planning as a career planning approach. A majority of the institutions (79%) offered career planning involving life/work while only 16% offered any help in leisure planning. We cannot understand how life/work counseling can ignore leisure. It seems so incomplete to us. In 1983 Weiner and Hunt found that a sample of 560 undergraduate and graduate students possessed a stronger leisure orientation than work orientation. This replicated in some respects the findings of London, Crandall, and Seals (1977) who found that for many population subgroups, leisure satisfactions were more important to a full life than job satisfaction.

One obvious implication of these findings is that, if the leisure orientation is that strong, the focus of career counseling might be broadened to help students develop the leisure aspects of their lifestyle. This, of course, as Weiner and Hunt point out, would require that career counselors know more

about leisure, its relationship to lifestyle, how to select leisure activities, and the principles of leisure counseling. We are supplying that information briefly in this article and indicating where to get expanded information. Appendix A lists colleges that have set up some type of leisure guidance program. Such programs come and go on campuses as personnel who are enthusiatic about the importance of leisure in all aspects of life come and go. Sometimes the programs they set up continue without them; sometimes not.

We have suggested earlier (Bloland and Edwards, 1981) that career counseling, as conventionally defined, may not have sufficient conceptual breadth to serve as an intervention that can encompass our shifting views of career, particularly when work appears to be less and less significant as a primary source of personal satisfaction or self-fulfillment. We believe that people will be more satsified with the quality of their lives if they engage in work and leisure activities that meet their psychological needs. The task of the counselee and the counselor is to identify those needs, determine which work and leisure activities together might give promise of meeting those needs, and to assist the counselee's direct participation in those activities.

Another concept useful to us in integrating work and leisure is that of leisure conceived of as compensatory activity; that is, leisure is compensatory when it is sought in order to make up for or compensate for a degree of dissatisfaction felt in work. A job that has acceptable pay and benefits and uses some of one's skills may not fulfill all of one's basic needs yet be satisfactory when the unmet needs can be fulfilled during offwork hours. Combining career and leisure counseling in this way can be a powerful tool in helping individuals to know how to realize themselves more fully. Career planning and placement offices can teach individuals to develop a career that

meets their needs and provides satisfaction and fulfillment by conceiving of that career as involving both paid occupation and unpaid leisure.

HOW TO INTRODUCE A LEISURE COMPONENT INTO CAREER GUIDANCE

Preliminary Preparation

Once a career guidance and placement center has decided to take the time to look into adding a leisure component to their program, its personnel has a choice of options or combinations. The first option, and least expensive, is to design their own program with the aid of existing leisure counseling instruments and publications (Appendix B; References). A second option is to ask assistance from someone on a college faculty with leisure counseling interest and experience. Such people can be found in a number of departments, because the subject is interdisciplinary. Recreation and leisure studies, psychology, sociology, health, counseling, gerontology, even urban studies may supply a teacher who is involved in some way with the use and misuse of leisure. The libraries of these disciplines often have material on leisure guidance. A third option is to ask advice of the universities with leisure awareness programs (Appendix A). A fourth option is to employ the services of a leisure counseling specialist. They are located in various settings in the United States and Canada. The senior author may be able to help locate one.

Combined leisure/career counseling can be done equally well individually or in groups. Groups are excellent for people with similar cultural backgrounds, because they can share experiences and information. Foreignborn and older people may need some individual counseling to best utilize the information they will receive, but they can benefit also from a group situation.

A general three-step career/leisure counseling process is adaptable to both individuals and groups. The steps are: 1) information gathering; 2) assessment; and 3) referral. Many guidance counselors, therapeutic and nontherpeutic, follow these steps. However, there are preliminary preparations necessary to add a leisure component to an existing counseling center. The preparations are not difficult for an experienced counselor to make. Questions or statements pertaining to leisure interests must be added to Step 1. These items can be found in leisure counseling literature and can be incorporated easily into the career counselor's standard interview form, whether oral or written. If the career staff uses tests, they can modify them with questions from available leisure surveys and inventories or use one of those inventories in addition to their own. When career counselors start looking at these additions, they often find many similarities to their regular information gathering.

If a counseling center does not include a process for helping counselees analyze their basic needs, some of the popular value clarification exercises (Simon, Howe, etc., 1978) may be utilized. What one values as important in life is a good indication of what one needs for basic well-being. We discussed these needs earlier.

Perhaps the most time-consuming preparation for adding leisure to career guidance will be the building of a leisure activity information file. There are easy-to-follow guidelines on how to do this (Edwards, 1980), but the file will have to be tailored to the activities available in the counselor's area. The file can be built in degrees as the combined career/leisure development process

is being formulated and stabilized. This is routine work that staff other than counselors can do, although a counselor can learn a great deal about leisure when gathering and recording this information. A campus career center should contact the extracurricular activity organizations and ask for details about each activity, then enlist the cooperation of these groups in welcoming students the center will refer to them.

Information on community leisure activities can be supplied by local chambers of commerce, libraries, cultural and recreation centers, newspapers, magazines, radio, volunteer bureaus, churches, and other local information sources. As details on these varied leisure interests come in, the career personnel estimates what general benefits, skills, and needs fulfillment these activities can supply for the persons following them, bearing in mind, of course, that people react differently to the same stimulus. Some of the skills that can be developed during leisure are: organization, leadership, responsibility, cooperation and following orders, teaching, decision-making, public relations and publicity, and acquiring specialized mental and physical skills. Career counselors already know which skills are required for which jobs and presumably can apply the same procedure to analyzing the value in the job market of skills developed during leisure.

A publicity campaign may be necessary to inform the community, campus, or the regular sources of career clientele that a leisure component has been added to career guidance for more complete life management.

Step 1: Information Gathering

Once the preparation is completed or well on its way, the counselors are

ready to welcome clients and start the three steps in the career/leisure development process. Step 1, combined leisure and career information gathering, may take the form of a written or oral interview, questionnaire, test, or a combination. It may be given to a group or an individual. Whatever method of information gathering that counselors have found successful in the past should continue. The information will include demographic and personal items about the counselee, such as family background, education, physical condition, marital status, living situation, handicaps or limitations, children, abilities, achievements, leisure interests, paid employment, and hopes or expectations for the future.

While answering personal questions in a logical sequence, people automatically think about their feelings about their present, past, and prospective future situations. The experience helps give them a clearer perspective on themselves than they had before. In particular, it gives them an opportunity to consider how they feel about certain activities in light of their life in general and whether they like what they have been doing or what they seem to be heading toward. Do they want to change direction? What have they dealt with that appeals to them? What do they dislike or want more information about? All this mental exercise fits in with the current trend in counseling, to help counselees know themselves so they can make their own decisions as to what activities, whether work or leisure, they wish to follow.

Scoring or summarizing the tests and surveys is part of Step 1 and may be done by counselors, assistants, counselees under supervision, or counselees on their own.

<u>Step 2: Assessment</u>

Successful information gathering contributes to Step 2, assessment/ analysis, by helping the counselees see more clearly their current major interests and their current basic needs, values, and goals. All three steps of the counseling process may overlap each other as much as they sequence. Sometimes one step is eliminated. For example, one interest may appear in Step 1 that is obviously so important that it can lead directly to Step 3, referral, and skip Step 2.

During Step 2 the counselees decide whether or not their major interests and needs are being met and if they are on the right road to reach their goals. A good way to tie this down is visually. The counselees make three columns on one page. In the first column, they list their main interests, needs, values, goals or whatever they have found is of major importance to them in their lives at the moment. It could be family, friends, one special person, being a doctor, excelling at tennis, being cared for, becoming famous, getting married, living in a small town, making money - a mixture. In the second column they would list their major activities outside of necessary maintenance. In the third column they list the major mental, physical, and personal skills they have or have developed during their lives. By personal skills we mean useful traits such as being liked by other people, being a leader, being able to follow instructions, being practical, having a sense of humor.

The three columns are then cross-checked with each other. Which items in the first column are being fulfilled by the activities in the second? Which skills in the third column are useful to fulfill the goals, etc. in the first? It becomes quite clear as this is done that some activities people follow have little connection with their real interests and needs and some interests and

goals have no corresponding activity or skill listed to implement them. This exercise also indicates that they should phase out the activities that are unfulfilling, if possible, and make an effort to acquire the skills necessary to accomplish their goals.

Counselees can discuss their conclusions about the exercise with their group, if they have one, or with a counselor. Above all, they need to make decisions on which activities and skills to pursue or improve and which ones to drop. Running through this whole process of making a career choice is an awareness that employers pay for skills that they need to operate their businesses. The skills a counselee has developed and likes to do or those a counselee seems capable of developing are the ones to concentrate on. The question is which of these skills is of monetary value to someone else? That information is a career center's specialty. One value of leisure assessment in career guidance is that some skills of monetary worth learned during leisure activities come to the surface that would otherwise remain undiscovered. Another value is to encourage counselees to prepare for jobs that are available and compatible with their abilities even if the jobs are not completely fulfilling of their interests, because their favorite interests have now been identified and can be followed during offwork hours if not during work. Counselees now decide which of their interests to research further.

Most people have significant others in their lives who influence their decisions, and it is vital that counselees acquire confidence in their own ability to decide and to carry out their decisions. Career centers can use their usual methods for helping people improve their decision-making skills at this point, if needed.

As a last phase of Step 2, counselees need to select several alternate interests to follow in case one doesn't work out. To do this they need information about the activities they are considering. Here is where all the information a center has accumulated about work and leisure activities come in. It depends on the policy of the center whether their files are open to their clients or whether the counselors retrieve the files that refer to the selected activities. In any case, counselors instruct the counselees to realize while going through the material that many activities may be either work or leisure. A person can teach golf, for instance, be a professional golfer, or play golf as recreation. A person interested in politics or social reform can become a teacher of the subject, a writer, a lecturer, an activist, a social worker - any of these positions may be paid or nonpaid. After obtaining information about their selected activities, the counselees decide which of their favorite best fulfill their personal interests and needs, utilize their skills and personalities, and are most practical for their present and near-future situations. Counselees now know enough to devide their interests between those for work and those for leisure.

Step 3: Referral

Step 3 gives counselees specific places or procedures that will enable them to carry out their decisions on what activities to follow for work and leisure. Again, the files and sources of information that career counselors have accumulated are used, this time to discover where to get more training, apply for a job, or start a hobby for specific activities. When applicable, counselees will be encouraged to take that information and do further research in the community. Career centers would use their usual procedure in referring clients to marketplace research. When they refer clients to leisure activities,

they would encourage them to go to the place where the activity is taking place, to meet the people they would be involved with, to look at the equipment they would use - to check everything out in person before becoming active (or passive).

Conclusion

We've given background, rationale, and process, as we see it, concerning the need and potential for an infusion of leisure planning into career counseling practise. We feel we've pointed a way to fuller life planning designed to lead to more satisfied living. It is now up to the practitioners. We hope they will give our methods both a hearing and a trial.

APPENDIX A -- LEISURE AWARENESS PROGRAMS ON U.S. CAMPUSES

Diverse leisure awareness programs have been offered on the following campuses in the 1980's:

Colorado College, Colorado Springs: Leisure Program, an organized program run by a student/faculty committee charged with contributing to the cultural, intellectual, and recreational health of the college. Presents entertainment events and workshops. No counseling.

Emporia State University, Kansas: Play Factory, a program to increase the scope of traditional recreation and provide alternative methods of play.

Kansas State University: Leisure Counseling Workshop, for students and the community, a joint venture of the Department of Education and the Department of Health, Physical Education and Recreation.

Milwaukee Public Schools: Department of Community Education offers a computerized leisure counseling program. The program is being offered also to the community through outlets other than schools.

Northern Illinois University: Counseling and Student Development Center uses cable television to carry messages about on-campus activities and resources to students on and off the campus.

Slippery Rock College, Pennslyvania: Do-It-Yourself Career Room includes a "Leisure Station" with information on self-administered leisure counseling materials and local leisure activities.

Temple University, Pennsylvania: Dept. of Co-curricular and Leisure Programs classifies leisure interests and needs and assists student to identify needs and skills through participatiion.

Texas Woman's University: Leisure Resource Room, a drop-in information center and meeting place. Leisure consulting available; no counseling.

University of Oregon: Outdoor Program maintains a resource room with

information on outdoor recreation, a popular meeting place (Grimm & Neal, 1980). The University also presented a Leisure Faire.

University of Southern Illinois at Carbondale: Leisure Exploration Service. Recreation students are trained to counsel their peers on the uses of leisure time and maintain an informtion service on activities available in the campus area.

Wright State University, Ohio: Career Planning and Placement combines career and leisure guidance for individuals and groups.

APPENDIX B -- EXISTING INSTRUMENTS FOR LEISURE COUNSELING

The word "instrument" is used here in its broadest sense. Instruments may be formal tests, informal surveys, questionnaires, films, computer softwear, slides, and other tangible methods of eliciting people's interest in their own leisure.

Some printed leisure assessment instruments that may be used in conjunction with career guidance tools already in use on campus are listed below with their publishers:

Constructive Leisure Activity Surveys #1 and #2, Constructive Leisure Questionnaire -- Constructive Leisure, Los Angeles; Leisure Activities Blank and Manual -- Consulting Psychologists Press, Palo Alto, CA; Leisure Exploration Group -- Studies for Urban Man, Tempe, AZ; Leisure Well-being Inventory -- Leisure Lifestyle Consultants, Eugene, OR; Leisure Diagnostic Battery -- Division of Recreation & Leisure Studies, North Texas State University, Denton, TX; Mirenda Leisure Interest Finder -- Milwaukee, WI Public Schools, Community Education.

Other names and types of instruments are: Avocational Title Card Sort -- Medical Center Rehabilitation Hospital, Grand Forks, N.D.; Leisurescope, a combined leisure activity card or slide sort and test -- Leisure Dynamics, Colorado Springs, CO; LeisurePREF, a computerized leisure/career activity preference survey -- Constructive Leisure, Los Angeles. Ramic Productions, Newport Beach, CA produces a behavior film series that features motivation for adventurous activities. The Office of Campus Activities, University of Maryland, College Park has information on UMap, six different posters or folders to guide students to academic, vocational, and leisure activities that suit their basic personality types as described by Holland (Jacoby, Rue, & Allen, 1984). Leisure Activities and Careers is a chart available from Garrett Park

Press, Garrett Park, MD.

Bay Area Teleguide in San Francisco, the first U.S. public-access computerized information system, allows passersby to call up the latest entertainment information on a screen. Similar systems could be offered on campuses to dispense news of campus leisure activities.

REFERENCES

Beeler, C.S. (1986, September). Career Development: Challenging the New Breed of Employee. Parks & Recreation, pp.54-58.

Bloland, P.A. (1984). Leisure and career development: For college students. Journal of Careeer Development, 11, 119-128.

Bloland, P.A. & Edwards, P.B. (1981). Work and leisure: A counseling synthesis. Vocational Guidance Quarterly, 30, 101-108.

Edwards, P.B. (1980). Leisure counseling techniques: Individual and g roup counseling step-by-step (3rd ed.). Los Angeles: Constructive Leisure.

Gysbers, N.C. (1984). Major trends in career development theory and practice. In N.C. Gysbers & Associates Designing careers (pp.618-632). San Francisco: Jossey-Bass.

Halberg, K.J. (1986), Summer). Leisure independence: The goal of programming. Leisure Information Quarterly, pp.5-6.

Harold, M. (1985, November 7). New college success predictor found. Guidepost, pp.1,11.

London, M., Crandall, R., & Seals, G.W. (1977). The contribution of job and leisure satsifaction to quality of life. Journal of Applied Psychology, 62, 328-334.

McDaniels, C. (1965, Autumn). Vocation: A religious search for meaning. Vocational Guidance Quarterly, 12, pp.31-35.

Moser, K. (1986, May). Business-industry linkages with post-secondary institutions: Implications for building successful partnerships. Lifelong Learning, pp.4-5, 27.

National Issues. (1986). Reston. VA.: Association of the American Alliance for Health, Physical Education, Recreation and Dance, American Association for Leisure and Recreation.

Papalia, A.S., Dai, S., & Devine, P. (1986). An educational and industrial partnership in the delivery of outplacement services. Vocational Guidance Quarterly, 34, 197-203.

Perlmutter, M. & Hall, E. (1985). Adult development and aging. New York: John Wiley.

Roselle, B.E. (1986, April). The role of play in work and leisure. In A. Sayce (Chair), Leisure: A link to career development. National Career Development Association ancillary session presented at annual convention of the American Association for Counseling and Development, Los Angeles.

Simon. S.B.. Howe, L.W., & H. Kirchenbaum. (1978) Values clarification.New York: Hart Publishing.

Super, D.E. (1984). Leisure: What it is and might be. Journal of Career Development, 11, 71-80

Weiner, A., Payne, K., & Remer, R. (1980). The role of the career planning and placement center in providing leisure planning. College Student Journal, 14, 154-158.

Weiner, A., & Hunt, S.L. (1983). Work and leisure orientation among university students: Implications for college and univesity counselors. Personnel and Guidance Journal, 61, 537-542.